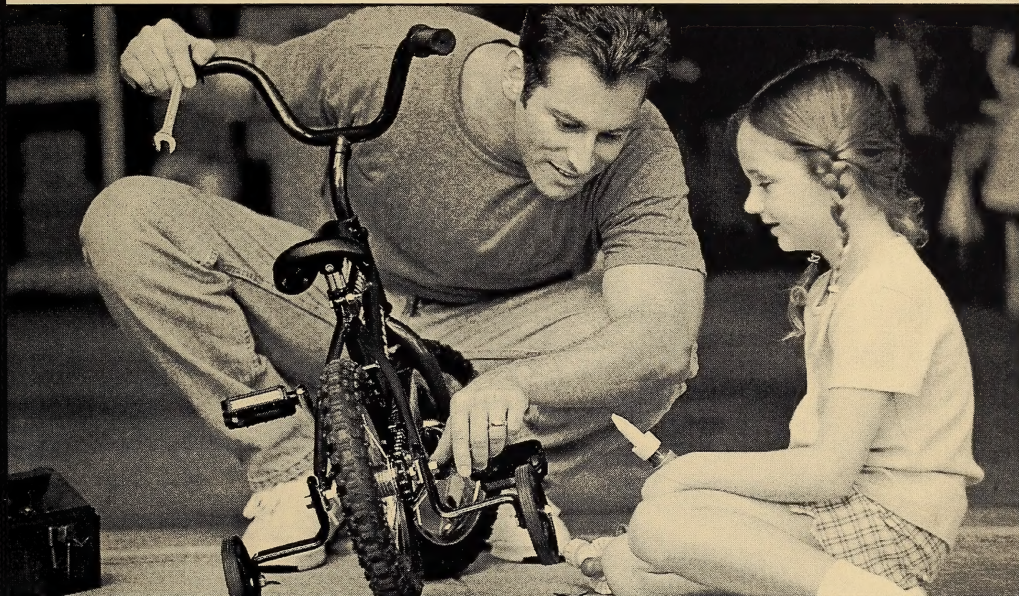


# Grade Two Thematic

# My World



Home Instructor's Guide: Days 1–9  
and  
Assignment Booklet 1A



Learning  
Technologies  
Branch

**Alberta**  
LEARNING



Grade Two Thematic  
Module 1A: My World  
Home Instructor's Guide: Days 1–9 and Assignment Booklet 1A  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Welcome to the Home Instructor's Guide for Grade Two Thematic.

Review this guide before you begin the lessons as it will help you understand the program and enhance the student's educational experience.

## **Overview of the Grade Two Thematic Course**

### **Program Rationale and Philosophy**

The grade one, two, and three programs have been organized into two major components. These are Thematics and Mathematics. It is essential that you, as the home instructor, have a basic understanding of the curriculum expectations mandated by the Alberta Program of Studies, *Western Canadian Protocol for Collaboration in Basic Education*.

The expectations for Grade Two Thematic include the beliefs, goals, rationale, and philosophy for the grade two core subjects of English language arts, social studies, and science. Also, included are the subjects of health and life skills, physical education, and the fine arts (music, art, and drama). Integrated throughout is information and communication technology.

In all subjects, the specific learning outcomes and objectives and more detailed descriptions are provided in the Alberta Program of Studies. This information is available from the Alberta Learning website

**<http://www.learning.gov.ab.ca>**

Once there, select "Kindergarten to Grade 12," then "Curriculum," then "Curriculum by Subject" for a complete version of each set of expectations or choose the "Handbooks for Parents" under the heading "Information for Parents." The Curriculum Handbook for Parents Grade 2 can also be purchased from the Learning Resources Centre (LRC). The address and telephone number are as follows:

Learning Resources Centre  
12360 – 142 Street  
Edmonton, AB T5L 4X9  
Telephone: (780) 427-2767  
**[www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca)**

Following are the general outcomes or topics as well as selected specific outcomes for each subject area covered by this course.



## English Language Arts

The aim of English Language Arts is to enable each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

Students develop knowledge, skills, and attitudes in six language arts as follows:

- **listening and speaking.** These enable the student to explore ideas and concepts and to understand his or her own experiences and knowledge.
- **reading and writing.** These are powerful means of communicating and learning.
- **viewing and representing.** These allow the student to understand how images and language can be used to convey ideas, values, and beliefs.

There are five general student learning outcomes that serve as the foundation for the English Language Arts Program of Studies. The student will listen, speak, read, write, view, and represent to develop the selected outcomes as follows:

### 1. Explore thoughts, ideas, feelings, and experiences to

- contribute relevant ideas and information from personal experiences to group language activities
- recognize and talk about developing abilities as readers, writers, and illustrators
- connect own ideas and experiences with those shared by others
- record ideas and information in ways that make sense

### 2. Comprehend and respond personally and critically to oral, print, and other media texts to

- use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning
- figure out, predict, and monitor the meaning of unfamiliar words to make sense of reading using cues such as pictures, context, phonics, grammatical awareness, and background knowledge
- apply phonic rules and generalizations to read unfamiliar words in context
- use knowledge of word parts, contractions, and compound words to read unfamiliar words in context
- identify main characters, places, and events in a variety of oral, print, and other media texts
- create narratives that have beginnings, middles, and ends; settings; and main characters that perform actions



**3. Manage ideas and information to**

- relate personal knowledge to ideas and information in oral, print, and other media texts
- ask questions to focus on particular aspects of topics for investigations
- use text features, such as table of contents, key words, captions, and hot links, to access information
- record key facts and ideas in own words; identify titles and authors of sources
- share, with familiar audiences, ideas and information on topics
- answer questions, such as “What did I do that worked well?” to reflect on research experiences

**4. Enhance the clarity and artistry of communication to**

- revise words and sentences to improve sequence or add missing information
- print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately
- explore and use the keyboard to compose and revise text
- use connecting words to join related ideas in a sentence
- use the conventional spelling of common words necessary for the efficient communication of ideas in writing
- present ideas and information by combining illustrations and written texts
- speak in a clear voice, with appropriate volume, at an understandable pace and with expression
- ask relevant questions to clarify understanding and to have information explained

**5. Respect, support, and collaborate with others to**

- discuss similarities and differences in settings, characters, and events in oral, print, and other media texts from various communities
- adjust own language use according to the context, purpose, and audience
- identify ways that class members can help each other
- stay on topic during class and group discussions



## Social Studies

Social studies is a subject that assists students to acquire the basic knowledge, skills, and positive attitudes needed to be responsible citizens and contributing members of society.

The focus of Grade Two Thematic is on people in a community. The three **topics** covered in this program are as follows: People Nearby, People in Canada, and People in the World. The student will demonstrate an understanding of the following knowledge objectives:

- People in my community co-operate to meet the needs of its members.
- People in Canadian communities meet their needs in various ways.
- All people have similar needs, but how these needs are met varies from place to place throughout the world.

The student will learn **skills** in the following areas:

- locating, organizing, and interpreting information
- mapping
- analyzing, synthesizing, evaluating
- communicating
- participating

The student will be encouraged to develop the following **attitudes**:

- respect for the rights and opinions of others
- appreciation, respect, and tolerance of other people's needs
- appreciation and respect for community services/facilities
- empathy for the problems faced by individuals/groups as they attempt to meet their needs
- appreciation for the ways various Canadians live
- appreciation, respect, and tolerance for people in different parts of the world and the variety of ways these people meet their needs

## Science

The Science Program of Studies is built on the following principles:

- Children's curiosity provides a natural starting point for learning.
- Children's learning builds on what they currently know and can do.
- Communication is essential for science learning.
- Students learn best when they are challenged and actively involved.
- Confidence and self-reliance are important outcomes of learning.



There are five **topics** of science study for the Grade Two Thematic course as follows:

**1. Exploring Liquids**

The student will describe some properties of water and other liquids, recognize the importance of water to living and non-living things, describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption, and liquid containment.

**2. Buoyancy and Boats**

The student will construct objects that will float on and move through water and evaluate various designs for watercraft.

**3. Magnetism**

The student will describe the interaction of magnets with other magnets and with common materials.

**4. Hot and Cold Temperature**

The student will recognize the effects of heating and cooling, identify methods for heating and cooling, and learn how insulation is used to keep things hot or cold.

**5. Small Crawling and Flying Animals**

The student will describe the general structure and life habits of small crawling and flying animals and apply this knowledge to interpret local species that have been observed.

The following **skills** apply to the five topics of study. The student will

- investigate, with guidance, the nature of things demonstrating an understanding of the procedures followed
- recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations based on observations
- construct, with guidance, an object that achieves a given purpose using materials that are provided

The following **attitudes** apply across the five topics of study. The student will demonstrate positive attitudes for the study of science and for the application of science in responsible ways, such as the following:

- curiosity
- confidence in personal ability to explore materials and learn by direct study
- inventiveness
- perseverance: staying with an investigation over a sustained period of time
- appreciation of the value of experience and careful observation
- a willingness to work with others and to consider their ideas
- a sense of responsibility for actions taken
- respect for living things and environments, and commitment for their care



## Health and Life Skills

Health and life skills involve learning about the habits, behaviours, interactions, and decisions related to healthy daily living and planning for the future. The aim of the program is to help students make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

There are three general outcomes from the Health and Life Skills Program of Studies with the following selected learning outcomes:

### 1. Wellness Choices

- **Personal Health.** Describe the effects of combining healthy eating and physical activity. Examine the need for positive health habits, such as adequate sleep and sun protection.
- **Safety and Responsibility.** Identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate, such as threats, bribes, or exclusions. Describe and apply safety behaviours at home, such as answering the door or telephone.

### 2. Relationship Choices

- **Understanding and Expressing Feelings.** Become aware that the safe expression of feelings is healthy.
- **Interactions.** Recognize that individuals make choices about how to express feelings, such as frustration or anger.
- **Group Roles and Processes.** Develop strategies to show respect for others, such as showing interest when others express feelings, offering support.

### 3. Life Learning Choices

- **Learning Strategies.** Demonstrate organizational skills in tasks such as notebook organization and desk organization.
- **Life Roles and Career Development.** Recognize that each individual has many roles in life (e.g., a friend, sister, or daughter). Recognize, acknowledge, and respect that individuals have similar and different interests, strengths, and skills.
- **Volunteerism.** Explain why volunteerism is important.



## Physical Education

The aim of the K–12 physical education program is to enable the student to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle.

The four general outcomes of the physical education program with selected specific outcomes are as follows:

### 1. Activity

- **Basic Skills.** Select and perform locomotor (e.g., walking, running, hopping) skills and non-locomotor (e.g., turning, blancing, bending) skills involved in a variety of activities.
- **Application of Basic Skills.** Select and perform basic skills in a variety of environments and using various equipment, such as an obstacle course. Perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others. Create and play “body and space” awareness games.

### 2. Health Benefits

- **Functional Fitness.** Recognize that “energy” is required for muscle movement. Describe ways to improve personal growth in physical abilities.
- **Body Image.** Identify personal physical attributes that contribute to physical activity.
- **Well-being.** Describe how the body benefits from physical activity.

### 3. Co-operation

- **Communication.** Identify and demonstrate respectful communication skills appropriate to context.
- **Fair Play.** Identify and demonstrate etiquette and fair play.
- **Leadership.** Accept responsibility for assigned roles while participating in physical activity.
- **Teamwork.** Display a willingness to play co-operatively with others of various abilities, in large or small groups.

### 4. Do It Daily . . . for Life!

- **Effort.** Express a willingness to participate regularly in physical education class. Identify personal factors that encourage movement.
- **Safety.** Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity. Demonstrate moving safely and sensitively in various environments.
- **Goal Setting/Personal Challenge.** Practise setting a short-term goal related to positive effort to participate in a physical activity.



- **Active Living in the Community.** Identify types of physical activities people choose within the community. Make appropriate movement choices considering personal space, safety, ability in the surrounding environment.

As the home instructor, you may be required to adapt the suggested activities if your student has any physical limitations.

## **Music**

Music education should develop an enjoyment of music, an understanding of a variety of music styles, and an insight into music through a variety of activities. The program is developed around the concepts of rhythm, melody, harmony, form, and expression. Students participate in six skill areas: singing, playing instruments, listening, moving, reading and writing, and creating.

The Music Program of Studies includes the following learning outcomes:

- understanding that rhythm patterns can accompany melody
- understanding that printed symbols in music show the direction of the melody
- understanding that music may be fast or slow and may change suddenly or gradually
- detecting the rise and fall of melody
- improvising movements to poems, stories, and songs
- singing many folk, ethnic, seasonal and holiday songs
- playing simple rhythm patterns
- recognizing the music staff and treble clef
- creating melodic and/or percussion accompaniments for poems and songs

## **Art**

Art education should enable students to use visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate cultural aspects of art, and to relate art to everyday life.

There are four major components in the art curriculum: reflection, depiction, composition, and expression. The learning outcomes from the Art Program of Studies are as follows:

- noticing that objects have common features
- assessing the use or function of objects
- developing decorative styles
- adding finishing touches to their creations
- decorating items personally created
- using media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography, and computer graphics

## **Drama**

The goal of the drama program is to foster a positive self-concept in the student by encouraging him or her to explore life by playing roles and acquiring dramatic skills. Imaginative exploration, or “acting out,” allows the student to communicate a situation and reflect on it. This reflection provides the knowledge for self-development.

There are three general learner expectations as follows:

- to acquire knowledge of self and others that results from reflecting on dramatic play
- to develop competency in communication skills through drama
- to foster an appreciation for drama as an art form

## **Information and Communication Technology**

The information and communication technology program shows how to use and apply a variety of technologies and describes their impact on self and society. The student will learn about the advantages and disadvantages of technology in our lives. This curriculum is not intended to stand alone but is to be infused within other subjects.

## **Components of the Grade Two Thematic Course**

The course package includes several components in addition to this Home Instructor’s Guide. The program is divided into nine segments of learning or themes as follows:

Module 1: My World

Module 2: I Love a Good Story

Module 3: My Canada

Module 4: Taking Care of Me

Module 5: Water—Our Most Important Liquid

Module 6: Beyond Canada

Module 7: Participate and Be Active

Module 8: Creep, Crawl, Flit, or Fly

Module 9: Wonders of Nature

Each theme is divided into two Student Module Booklets (A and B), making eighteen Student Module Booklets in total. There is also a Home Instructor’s Guide and Assignment Booklet to accompany each of the eighteen Student Module Booklets. You and your student will work through a Student Module Booklet, for example Module 1A, and upon completion submit the corresponding Assignment Booklet and assignments to the teacher. This course is designed to begin with Module 1A and proceed with subsequent modules in order until the program is completed with Module 9B.



## **The Home Instructor's Guide**

This guide is for the home instructor, the person responsible for the supervision of the student's progress and learning throughout this program.

Read each day's summary in this guide and familiarize yourself with the lesson **BEFORE** instructing the student. This is especially important for Day 1, as there are materials that must be made available for the student prior to the start of the lesson.

You should decide how much practice the student requires when introducing a new concept. Some students may only need a small amount, others more. If further practice is required, you can extend the activities or make extra practice sheets.

## **The Student Module Booklet**

This is a consumable book which means it not only teaches the student concepts, but it serves as a workbook as well. Each set of daily lessons contains student activities that develop skills and knowledge centred around particular topics. Each module is made up of eighteen daily lessons. Days 1–9 make up booklet A and Days 10–18 constitute booklet B.

## **Enrichment Activities**

Included in the Student Module Book are "Enrichment" activities. These provide the student with further practice and reinforce the concepts taught in the lesson. They also allow for "fun" applications of the concepts taught. If the student gets his or her work done quickly, he or she can work on them. Try to have the student work on at least a few of these enrichment activities. If time permits, the student can work on them all.

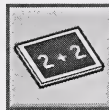
The enrichment activities correspond to the day the concept was taught but are not restricted to those days. Once the concept has been learned, the student may work on any of these activities at any time throughout the module.

## Recognize the Icons

Several icons appear in the Student Module Booklet. These symbols provide a cue for your student to do something. Be sure your student has a clear understanding of what each icon indicates.



Take something out or put something into your materials box.



Turn to your Grade Two Mathematics program.



Take something out of or put something into your folder.



Use the Internet.



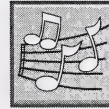
Turn to your Assignment Booklet.



Turn to your phonics book.



Do an enrichment activity.



Do a music and movement activity.

**Margin Notes.** The margin notes in the Student Module Book will remind you of what is occurring during the lesson and how best to assist the student. Always read these along with the daily summary in the Home Instructor's Guide prior to teaching that day's lesson. Some lessons may not be written up in the daily summary as they are self-evident. For these lessons the margin notes are sufficient.

## The Assignment Booklet

With each theme are two Assignment Booklets—one for Days 1–9 and another for Days 10–18. The student is instructed in the Student Module Book when to turn to the Assignment Booklet and is to work on these exercises on his or her own without your help. The activities can be used by the teacher to assess the student's understanding of the concepts in the modules. The student does the required assignments in the Assignment Booklet which are then sent to the teacher for assessment.

It is important to submit assignments regularly. It allows you and the teacher to do the following:

- record a current assessment of the student's progress
- identify strengths and weaknesses
- solve problems as they arise



## Basic Resources

This course comes with a variety of required resources. There are ten anthologies as follows:

*In My World*  
*Amazing Animals*  
*People and Places*  
*Tales Near and Far*  
*Round and Round*

*All Join In*  
*Let the Feast Begin*  
*Just Watch Me*  
*Feel the Power*  
*Keep in Touch*

Other book titles include the following:

*Grandma's Neighbourhood*  
*The Five Moons of Winter*  
*Welcome to Outport Newfoundland*  
*Welcome to Igloolik*  
*Animal Riddles*  
*A Trip Across the River*  
*Heartbreak in Beirut*  
*Making Fortune Cookies*

*Fancy Dancer at the Powwow*  
*A World of Puppets*  
*It Is Snowing*  
*The Balloon Tree*  
*The Wonderful World of Jillian Jiggs*  
*Little Blue Ben*  
*Grandma and the Pirates*

*Level B: Modern Curriculum Press Phonics*  
*Collections Writing Dictionary*

There are also four compact discs as follows:

*Ideas That Sing! Volume 1*  
*Jeux D'enfants (Children's Games)*  
*Music and Movement in the Classroom* CD #1 and CD #2

## The Role of the Home Instructor

Your role as home instructor will be to ensure the student works through every page of the Student Module Booklet, understands the concepts put forth, performs each of the activities, completes the assignments required, and does a minimum of enrichment activities.

It is your responsibility to ensure that the assignments are sent in to the teacher for marking on Day 9 and Day 18 of each module. Make arrangements with your student's teacher to send these either by regular post or fax.

Read the daily summaries in the guide and the margin notes in the Student Module Booklet prior to beginning each day's lessons. This will acquaint you with the concepts to be taught, the methodology used, and the lists of required materials.

Using the instructions in this Grade Two Thematic course and guidance from a teacher, you have the important role of encouraging and challenging the student to become actively involved in his or her learning. For this active learning to take place, you will need to set up a rich learning environment. The student's environment should not only support learning but also invite and stimulate exploration and discovery. Before beginning each day's activities, let the student informally explore the materials that will be used in a structured way during the lessons.

## **Learning Area**

Arrange a quiet area with no distractions to become the permanent "classroom." You might choose the kitchen or the student's room or you may have the luxury of a spare bedroom to turn into a learning area. You should have a bookcase, a chalkboard or whiteboard, a desk or table to work on, and a bulletin board or other display area for viewing learning materials. The side of a refrigerator makes an ideal bulletin board for displaying assignments. Proper lighting and comfortable seating are essential. Keep all supplies handy in the work area.

## **Organizational Tools**

Use baskets, plastic pails, filing cabinets, storage chests, and other containers to store required materials. The more organized you are, the more time you will have for learning activities. Any effort you invest in setting up and maintaining the learning environment will serve you well.

## **Time Commitment**

A well-managed home school begins with a commitment to learning. Long-range planning, weekly goal setting, and day-to-day decision making will help you gain confidence. Involve the student in the planning as well to develop the student's

- sense of direction
- self-confidence
- commitment to the program, goal setting, and self-improvement

On a weekly basis, spend approximately two hours preparing lessons, organizing the week's schedule, and planning extra activities, such as field trips and trips to the library. Begin by scheduling how you and the student plan to comfortably complete this course. Some families find home schooling year-round suits them and others like to take traditional school breaks.

You do not have to follow a traditional school schedule. You could set daily or activity goals instead. Do not let unmet goals discourage you. You will get more accomplished by setting goals and not meeting all of them than by not setting goals at all.

Set a definite time period for each subject or activity. Suggested times to work on lessons are stated, but you can adjust them to meet the student's needs. Do not let single subjects or activities go on indefinitely. After completing one activity, give the student a short break before proceeding to the next one. The important thing is to maintain a comfortable and consistent routine. This includes having a set bedtime and rising time for the student during the school year.

Be patient and respectful of the student's way of thinking so that he or she feels comfortable taking intellectual risks. It is important the student feels secure when asking questions and posing conjectures.



Ask the student to explain answers, even if they are correct. Also, when the student makes mistakes, talk about them, as this is how learning occurs. By discussing mistakes, the student usually sees the faulty reasoning behind the error. By figuring out how a problem could have been solved, the student learns valuable lessons.

## **Take Frequent Breaks**

It is relaxing and energizing to take frequent activity breaks after periods of sitting still. Teaching the student to take breaks for health is as important in life as learning to read! Be sure to incorporate frequent breaks throughout the day. When the weather is suitable, you may take a break outside. If not, then do indoor stretching exercises. Stretches can be done to slow music and can be very relaxing.

You may play a favourite song from one of the CDs included in the program or any other appropriate music for a break. The student may follow the directions on the movement CD or “experience” the music through dance or creative movement to a song.

Encourage the student to return to work following these breaks. Reward him or her verbally or with other rewards to show that returning to work on time is a sign of growing maturity and responsibility.

## **Music and Movement**

On most days the daily schedule includes a “Music and Movement” section. The resources for this course include four CDs of children’s musical selections (*Ideas That Sing!* Volume 1, *Jeux D’enfants/Children’s Games*, and *Music and Movement in the Classroom* CD #1 and CD #2). Selections from these resources are specifically referenced often to fit the topic or theme for that day; however, you could easily use any appropriate music. Be sure you are familiar with the music you choose.

Listen to the music on the suggested CD prior to each day’s lesson. This allows you to know when to stop the music during the lesson. It is important that you are familiar with the music and directions before using the CD with the student. Practise the movements and exercises described on the CD. It is important that you become familiar with the movements and can show them to the student without hesitation.

## **Physical Education**

If possible, on a daily basis and if the weather permits, take a walk or do an outdoor activity.

Whether inside or outside, do an aerobic exercise such as walking, running, swimming, dancing, or biking on a daily basis. Aerobic activities increase the body’s consumption of oxygen. Explain to the student the benefits of physical fitness to mental and physical health. As people exercise, they improve the respiratory (breathing function) and the circulatory (blood-pumping functions) of their bodies. Physical activity also relieves stress and improves mental alertness. Research has shown that children and adults alike perform better mentally when they engage in quality daily physical movement. You are encouraged to take part in daily physical activity with the student. Just as the student imitates your interest or lack of interest in reading and writing, so too, he or she will copy your interest or lack of interest in aerobic exercise.

## **Student Progress**

The teacher will be marking the assignments which the student will send in at the end of each Student Module Booklet. This, however, is only part of the assessment process. As the teacher is not available to perform a daily, on-going evaluation of the student, you are required to do so.

There is a “Learning Log” for you to fill out at the end of each day’s lesson in the Assignment Booklets. Also, in each the student is required to report on his or her progress, to make comments, and to “talk” to the teacher. This self-assessment allows the student to internalize his or her learning. It also provides you with insight into the student’s learning, and it allows you to gauge where additional instruction may be required.

On Day 9 and Day 18 of each module, you will find a checklist at the end of the Assignment Booklet to help you compile items for submission to the student’s teacher. The teacher will let you know the submission schedule and method that has been outlined by your school.

When the Assignment Booklet and other items are returned to you, read all teaching notes, explain them to the student, and act on them, if necessary. Focus on the student’s strengths and support the student in areas of weakness. Help the student set, monitor, and maintain improvement goals.

After the student’s assignments have been reviewed, place them in a binder or other suitable organizer for future reference. You will see growth by comparing present work with previous submissions. Give the student specific praise for effort and improvement that is apparent in on-going work.

## **Student Assessment**

Through conversations and written comments, the teacher will provide an assessment of the student as a developing learner. A grade and comments will relate the student’s performance to curriculum standards.

Have the student work carefully. If he or she is having difficulty, reread the appropriate teaching information and have the student review the activity or assignment. Review all work with the student before submitting it to the teacher. When the assignment is returned, focus on any errors and have the student make necessary corrections. This provides remediation while the concept or skill is still fresh in the student’s mind.

Comment in the daily Learning Log on any corrections that the student makes.

Contact the teacher for the following specific assessment information:

- How is grading affected if work is missing, incomplete, or incorrect?
- Can work be corrected and resubmitted?
- Can marks be adjusted if work is corrected and resubmitted?
- When do report cards come out?
- Is it possible to discuss the student’s work in person or by telephone?
- Does anyone else receive reports of the student’s progress (e.g., a local school principal or superintendent)?
- What are the requirements for promotion to a higher grade?



## **The Computer**

If you already own a computer or are interested in purchasing one, this section will tell how a computer can enhance the student's learning. When provided with basic knowledge, a typical grade two student loves to explore and play on a computer. Without basic knowledge, the student may become frustrated, bored, or do damage to the computer.

When you have access to a computer, begin to develop the student's knowledge by teaching how to do the following:

- Turn the computer on and off.
- Access a word-processing program, software program, or the Internet.
- Position the keyboard, mouse, or other input devices.
- Perform simple tasks, such as using a word-processing program to print the alphabet.
- Use the mouse, space bar, and *enter* key.

## **Software**

Computer software is constantly changing. Updated versions are released every few months, so it is advisable to do the following:

- Buy the latest version of any program.
- Investigate thoroughly before you buy.
- Talk to other people about what they find useful and why.
- Ask if stores will allow you to preview sample copies of a program before purchase, so you can assess the value for your own purposes.
- Keep in mind that most software companies are American. Be prepared to deal with variations, such as systems of measurement.

## **Surfing the Net**

Much fun and learning begin when you and the student venture beyond your desktop into the world of the Internet, or cyberspace. The Internet can be a very useful resource when used responsibly. It is important that you go to the Internet sites before your student accesses them. You will need to confirm that the website is still relevant and appropriate for your student to view. Owners of Internet addresses (URLs) change and an Internet site that was educational may no longer be suitable. It is also recommended that search words be confirmed to be sure they are safe.

## **Word-Processing Program**

At the grade two level, it is advisable to have the student use the mouse rather than the keyboard alone. Keyboarding before the student is developmentally ready or has learned proper techniques could foster the “hunt and peck” method of keyboarding. One way to develop good keyboarding skills is an appropriate software program such as *JumpStart Typing*, produced by Knowledge Adventure, Inc., Glendale, California.

## **Materials to Organize**

Certain basic supplies are required on a regular basis throughout the Grade Two Thematic course. Prepare a box containing these materials and keep it in the work area for use.

Materials that are flat (paper items) should be stored in a student folder that can be accessed at any time. The others should be stored in the materials box.

Before beginning each module, you are responsible to have the required materials ready. These materials are listed at the beginning of each module in the Home Instructor’s Guide. Specific daily material requirements are also listed at the beginning of each day.

## **Master List of Required Materials**

In addition to the supplied resources, the student will require the following materials throughout the year:

- chalkboard, whiteboard, or chart paper and chart paper stand
- bulletin board for display purposes
- various colours of wax crayons, pencil crayons, and felt markers
- letters of the alphabet displayed in the room
- HB pencils and eraser
- chalk, pastel crayons, charcoal
- masking tape (narrow and wide) and transparent tape
- file folders
- stapler and paper clips
- tempera paint, watercolour set, and various sizes of brushes
- binders for returned assignments and Home Instructor’s Guide
- index cards, coloured (two colours) and white



- calendar materials: three metal rings, a pocket chart which can be purchased or made of poster paper, a current calendar
- paper of various types and sizes
  - 8 ½ x 11 loose-leaf paper—lined and unlined
  - legal sized paper—unlined
  - Bristol board
  - construction paper
  - sheets of coloured paper
  - mural paper or poster paper
- duotang or three-ring binder for the student's journal
- tape recorder, blank audiocassette, and a microphone for recording (some recorders have built-in microphones)
- CD player
- material for making puppets: craft sticks or tongue depressors, felt-board, drawing paper
- old magazines, brochures, pamphlets, calendars, store flyers, and catalogues to use for projects
- various sizes of envelopes and containers for holding items
- stars, stickers, stamps, and a stamp pad
- any type of modelling clay
- books, magazines, other reading material
- glue, scissors, and a ruler
- globe, atlas, and a current map of Canada that shows the territory of Nunavut
- a junior dictionary
- a set of magnets (purchased from a school-supply store or ask the teacher if the school can supply a set)

## **Module 1A: My World**

### **Day 1 to Day 9**

The theme of Module 1 is the student's own world or community. The student will study people in his or her community and explore the communities of other students in the readings. The focus is on activities with family, friends, and members of the community.

The book, *In My World*, also focuses on the topics of self, family, friends, pets, and people in the student's immediate community.

The student learns about magnets in science.

If the student is not already taking lessons in swimming or an organized sport, such as soccer, field hockey, softball, or basketball, encourage him or her to begin now.

The basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow some of the suggested books in the following list to augment the student's learning.

**The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.** Any of the "Books to Read Aloud" can be shared with the student during Story Time.

### **Reading Resources**

#### **Day 1 to Day 3**

##### **Books to Read Aloud**

*A Kiss Like This* by Catherine and Laurence Anholt

*The Night the Moon Blew Kisses* by Lynn Manuel

*A Sunday with Grandpa* by Philippe Dupasquier

##### **Books to Be Read Alone or with a Partner**

*Brothers* by Debbie Bailey

*One Hundred Is a Family* by Pam Munoz Ryan

*Sisters* by Debbie Bailey

*Throw a Kiss, Harry* by Mary Chalmers



**Days 5 and 6****Books to Read Aloud**

*Any Kind of Dog* by Lynn Reiser  
*Josh* by Janet and Andrew McLean  
*Simon's Surprise* by Ted Staunton

**Books to Be Read Alone or with a Partner**

*Cat and Dog* by David Lloyd  
*Emma's Lamb* by Kim Lewis  
*Freckles, Please Be Good!* by Jill Hickey  
*Puppy and Me* by Dorothy Stott

**Internet Sites About Dogs**

<http://www.petstation.com>  
<http://www.animalnetwork.com/dogfancy/>  
<http://www.healthypet.com>  
<http://www.pbs.org/wgbh/woof/index.html>

**Days 8 and 9****Books to Read Aloud**

*Amelia Bedelia and the Baby* by Peggy Parrish  
*Farmer Joe Baby-Sits* by Nancy Wilcox Richards  
*The Grandma Mix-up* by Emily Arnold McCully  
*The Memory Stone* by Anne Louise MacDonald  
*Shoes Like Miss Alice's* by Angela Johnson

**Books to Be Read Alone or with a Partner**

*Arthur Babysits* by Marc Brown  
*Good Dog, Carl* by Alexandra Day  
*Jamie Anderson Wouldn't* by Carol Meredith  
*Leon and Bob* by Simon James  
*Who's a Clever Baby Then?* by David McKee

## **Music Resources**

The following resources may be used as a follow-up to “Music and Movement” lessons.

### **Days 1 and 2**

#### **Songs/Tapes/CDs**

“We Are Family,” Sister Sledge

“All I Really Need,” Raffi: *Raffi on Broadway*

“Somebody Cares,” Jack Grunsky: *Imaginary Window*

“In the House Where I Live,” Kim and Jerry Brodey: *Can You Hear My Voice*

“Away, Mommy, Away,” Timmy Abell: *The Farmer’s Market*

#### **Books/Stories/Poems**

*Celebrating Family Traditions* by Helen Baine Bland and Mary Seehafer Sears

*Abuela* by Arthur Dorros

*Joseph and the Amazing Technicolour Dreamcoat* by Tim Rice, Andrew Lloyd Weber and Quentin Blake

*The Pain and the Great One* by Judy Blume

*The Patchwork Quilt* by Valerie Flournoy

#### **Films/Videos**

*Eric’s World: Father of the Year*, Cambium

*Draw Me a Song*, National Film Board

## **Science Resources**

### **Additional Resources for Teaching Magnetism**

*Magnets* by Susan Baker

*Exploring Magnets* by Ed Catherall

*Electricity and Magnets* by Kay Davies and Wendy Oldfield

*Magnets* by Julie Fitzpatrick

*Magnetism* by Pam Robson

*Experimenting with Magnetism* by Alan Ward

*Magnets and Electricity* by Alan Ward

*My First Science Book* by Angela Wilkes



## **Field Studies**

Some suggestions for a field trip are as follows:

- a beach or park to find metal objects using a metal detector
- a recycling plant, a factory, or a construction site that uses magnets

Guest speakers can include geologists or metal-detector operators.

Field Trips: Prepare the student for field trips on Days 10 and 15.

## **Suggested Activities**

At any time during class time, or after the day's lessons are completed, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency and spelling words
  - alphabetically
  - by length (from short to long, then long to short)
  - by the same sounds (in any part of the word)
  - easy words
  - tricky words
- Read and clap out the syllables in high-frequency and spelling words.
- Using modelling clay, the student can roll out and shape the letters of a word. He or she can place them on cardboard and feel the shape of the letters while saying them aloud.
- Make a set of cards from the words in each selection to play Bingo.
- Visit the local pet store.
- Play in the leaves or rake them together.
- Look through family photo albums together. Make a family tree.
- Go for a walk in the neighbourhood.
- Play guessing games. Take turns giving clues to each other about family members, friends, community workers, animals, and so on.

## **Resources in the Appendix**

Instructions in the summary for each day will tell you when to cut these materials out and have them ready for the lessons. The learning aids provided in the Appendix are as follows:

- Calendar Page
- Calendar Picture
- Months of the Year (2)
- Year and Punctuation
- Days of the Week
- Numbers for Dates
- Weather Words
- Sentence Starters
- “Reading Strategies” Chart
- “Writing Tips” Chart
- “Learning to Spell a Word” Chart
- “Before Reading” Chart
- “After Reading” Chart

## **Daily Summary**

### **Day 1**

Today, introduce the Thematic program to the student. Show the student all the components of the program. Discuss the purpose of the Home Instructor’s Guide, the eighteen Student Module Booklets, and the eighteen Assignment Booklets letting the student know the following:

- The Assignment Booklet is for his or her homework that will be sent to the teacher for marking. Emphasize that all work done in this booklet is to be done on his or her own.
- The Home Instructor’s Guide is for you, to help you teach the student. The Home Instructor’s Guide can be placed in a three-ring binder for easy reference.
- There are nine themes or units of work in the Grade Two Thematic course. There are two booklets for each unit or theme to make a total of eighteen Student Module Booklets. The student will complete two booklets approximately each month. For example, Module 1A covers work for Day 1 to 9 and Module 1B covers work for Day 10 to 18.
- Introduce the Student Module Booklet and explain to the student that it will be his or her workbook.



**Materials You Need Today****General Supplies**

- ☐ box containing required materials
- ☐ letters of the alphabet to be displayed in the room

**Calendar Time**

- ☐ current calendar
- ☐ calendar page from the Appendix
- ☐ calendar picture card from the Appendix
- ☐ three metal rings
- ☐ an area set aside for a Calendar Wall and a Calendar Corner
- ☐ a pocket chart or something similar to display the current date

**Math Time**

- ☐ Grade Two Mathematics program

**Music and Movement**

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD

**Language Arts**

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 1: Assignment 1 and Assignment 2

**Silent Reading Time**

- ☐ books, magazines, or other favourite reading material

**Art**

- ☐ craft sticks or tongue depressors

**Looking Back**

- ☐ Thematic Assignment Booklet 1A
  - Day 1: Learning Log

**Story Time**

- ☐ mutually chosen reading material

## Day 1

**Calendar Time** (Time recommended: 60 minutes)

Allow an hour for today's Calendar Time for the student to print, to cut out the calendar words, and to colour the calendar.

Prepare a Calendar Corner. Pick a spot in the room where the words and weather symbols will be kept and the calendar and calendar sentence expressing the current date (e.g., Today is Tuesday, September 2, 2003) will be displayed. Use a pocket chart for the calendar sentences as the student will be changing the date and the cards for the weather conditions daily. Keep the calendar on display at all times.

Take out the "calendar page" from the Appendix of the Student Module Book. Have the student print the name of the month, the dates, and the year in the appropriate spaces. Use a current month's calendar as a model. Remove and cut out the remaining calendar pages from the Appendix.

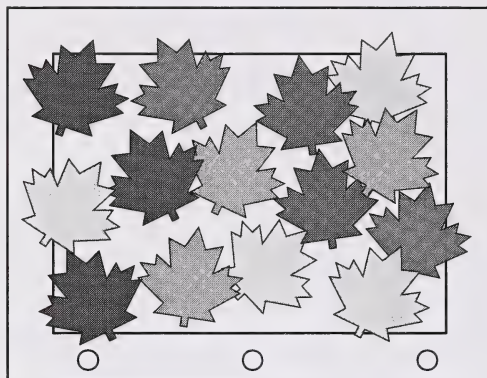
September 20XX						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



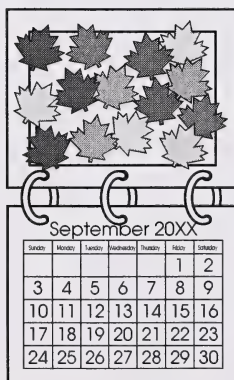
A calendar sentence using the cutouts may look like this.

Today is	Friday	,	August	29	,	2003	.
----------	--------	---	--------	----	---	------	---

Have the student create a calendar picture that reflects a favourite seasonal activity. Ensure the card is placed so the holes are at the bottom of the picture as in the following example.



Use two or three small metal rings to connect the calendar picture to the calendar page as shown below. Display the calendar at the student's eye level.



**Math Time** (Time recommended: 45 minutes)

If the student is registered in the Grade Two Mathematics program, he or she is encouraged to work on mathematics each school day. Proceed with Module 1: Day 1 activities now.

If the student is not registered in the Grade Two Mathematics program, then proceed to the lesson that follows.

**Social Studies: My Family** (Time recommended: 30 minutes)

The student talks about his or her family members and how affection is shown in the family.

**Music and Movement** (Time recommended: 20–30 minutes)

Have a CD player ready. The student listens and moves to the song “This Is My Family” from the *Ideas That Sing!* Volume 1 CD

The student may have experience with following directions in music and movement, but it may be a good idea to reintroduce the concept. Tell the student that he or she will be copying your moves. Begin by putting both hands on your hips and pause, giving the student time to imitate your movement. Change your hands to a different body part (shoulders or top of head) and pause. Continue changing your hands to different body parts while watching the student copy your movements.

Consider playing the recording “This Is My Family” a few times today as a break. Together with the student move to the beat of the music.

**Reading** (Time recommended: 45 minutes)

This lesson is a review of terms learned in grade one and introduces the student to the book *In My World*.

Read the text to the student if he or she is having difficulty with it at this stage.

**Lunch****Silent Reading** (Time recommended: 15 minutes)

If the student subscribes to periodicals such as *OWL*, *ChickaDEE*, *WILD*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a story from the resources listed.

It is important that both of you read silently for ten to fifteen minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she is having a difficult time with a word.

Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent time, try to prevent interruptions that may occur.

Ensure the student has enough reading material for the required time.

When you have finished reading, take a few minutes to discuss what you both have read. Talk about the impressions and feelings you both had while reading. As a reading model, you should be excited about silent reading time. Be enthusiastic about discussing what you have read.

**Writer's Workshop** (Time recommended: 30 minutes)

The student writes a few sentences about the people or pets he or she knows and describes the ways they show affection.

**Project Time (Art)** (Time recommended: 30 minutes)

The student will be making simple puppets with craft sticks or tongue depressors.

Have the student draw pictures of himself or herself and the three family members from Assignment 2 in the Assignment Booklet. Help the student cut the pictures out and glue them onto the sticks. Have the student show how he or she relates with each of the three people (by improvising dialogue and then showing the kind of affection given). The student can model the dialogue in the story "A Hundred Million Kisses." Encourage the student to take on the voices of the family members and to use expression while talking and performing the action.

Print the module number and day (M1D1) on the back of the puppets. Your student may choose to submit them to the teacher on Day 9.

**Looking Back** (Time recommended: 10 minutes)

Reviewing the day's activities and learning helps the student's memory, understanding, and motivation. Encourage the student to discuss the day's events. Do not limit the discussion to the questions on the page.

Use questions that ask what, why, when, where, who, and how. The student will give more detailed answers and it will encourage a higher-level thinking than a yes or no response.

Complete the Learning Log at this time. Such information will be helpful to the teacher in understanding the student's progress. The analysis will also help you recognize how the student learns.

**Story Time** (Time recommended: 10 minutes)

Select a book from the resource list to read aloud to the student or you may read a book of the student's choosing. This should be a book that is divided into chapters. Read one short chapter a day. (If the chapters are long, read a few pages.)

Take a trip to the library and select several books to read to the student over the next few weeks.



**Sharing Time** (Time recommended: flexible)

Tell the student that this time is a time to share something the student did today with a family member or friend. The student may choose to describe a picture, read a sentence he or she wrote, read from the story “A Hundred Million Kisses,” or perform the puppet show. Whether the sharing is major or minor, encourage the student to perform with confidence and style.

Sharing Time can be a showcase for personal accomplishments. Through your modelling of active listening and viewing behaviours, the student will learn to give positive responses—a smile, a laugh, applause, or a word of praise. Be an appreciative audience member, and encourage the invited guest(s) to do the same. The audience may question the student about something as well.

Sharing Time is a great way to entertain, boost self-confidence, and inspire the student.

**Day 2****Materials You Need Today****General Supplies**

- ☐ box containing required materials

**Calendar Time**

- ☐ current month’s calendar and materials
- ☐ weather cards in the Appendix

**Journal**

- ☐ loose-leaf sheets
- ☐ duotang folder or three-ring binder

**Math Time**

- ☐ Grade Two Mathematics program

**Language Arts**

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 2: Assignment 3 and 4
- ☐ coloured and white index cards

**Silent Reading Time**

- ☐ books, magazines, or other favourite reading material

**Science**

- ☐ set of magnets (bar, ring, horseshoe, button, or block) A set may be purchased from a school-supply store or speak to the teacher to see if the school might supply one.

**Looking Back**

- ☐ Thematic Assignment Booklet 1A
  - Day 2: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 30 minutes)

The student performs the daily calendar activities.

The student will begin discussing the day's weather today. Listen or watch the daily weather forecast on radio or television together. Review the meaning of the term *forecast* with the student.

Discuss why people may want to know the forecast. Some reasons are to know what to wear that day, to plan outdoor activities, to know whether to water the outdoor plants or lawn, and so on.

If possible, have the student listen to the daily weather forecast each morning on either the television or radio. Ask the student to monitor the weather throughout the day to see if it matches the forecast.

Have the student cut out the weather symbols from the Appendix and pin them on the Calendar Wall. These are to be used as a reference for the student when drawing the day's weather on the calendar.

**Math Time** (Time recommended: 45 minutes)

Proceed with Module 1: Day 2.

**Journal Time** (Time recommended: 20 minutes)

Journal writing helps the student develop the writing habit. It offers an opportunity for the student to experiment with writing in different forms and for different purposes. It gives the student freedom to personalize content. The student gets to practise what he or she is learning about writing (punctuation, spelling, grammar). In addition, journal writing allows the student to reflect on his or her experiences to better understand them. Also, it allows you to see how the student's writing skills are progressing.

To set up the journal, insert loose-leaf sheets into a duotang folder or three-ring binder. Have the student entitle it "My Journal." Place a divider between the sheets to create two sections. The first section will be set up as the Personal Writing section and the second section will be the Reading Response section.

The student will be doing daily journal writing, alternating between the Personal Writing and Reading Response sections. Encourage the student to write about events that are personally meaningful in the Personal Writing section. Your student will be directed to the Reading Response section to write about what he or she has been reading. The student may use the journal examples as guides.

Allow ten minutes of uninterrupted quiet time for the writing.

Follow the writing with sharing time so that, if the student wishes, he or she may talk about the entry with you.

On Days 9 and 18, the student will choose two entries to submit to the teacher.

To get started today, the student may require your assistance in the writing at this stage. The following sentence starters may help the student who is having difficulty:

I like being back at school because . . .  
 I wonder . . .  
 On my first day of school I learned about . . .  
 Something special that happened was . . .

It is very important that you model uninterrupted independent writing. Start a journal of your own, reflecting on your own experiences. Both of you will write independently during journal writing.

As this is personal writing, do not correct any spelling or grammatical errors.

**New Words** (Time recommended: 30 minutes)

Choose a wall to use as the Word Wall for the year. Paste or tape large sheets of paper to cover the section of wall you are going to use. You may use a large sheet of cardboard.

The words from the story “A Hundred Million Kisses” are as follows:

1. give
2. doesn't
3. against
4. instead
5. hundred

Have the student print each of the words on white index cards, and then pin them or tape them under a corresponding letter of the alphabet on the Word Wall. In coming days, he or she will be putting more words on the Word Wall. See the following example.

a	b	c	d	e	f
about	but	cold	dear	even	fun
again		can	do	early	

If there are other words the student would like to add from the story, have him or her print them on white index cards and put them on the Word Wall also.

**Social Studies: Family Members** (Time recommended: 20 minutes)

You and your student listen and sing along with “This Is My Family.”

The student discusses and then writes in the Assignment Booklet about his or her family members.



**Reading** (Time recommended: 30 minutes)

The following words are taken from the paragraph the student is to read. Model how to use the reading strategies for each in the following ways:

- reading strategies 1 and 2  
**computer:** This is a long word . . . working on my *com*\_\_\_\_\_. What word would make sense here that begins with a *com* and ends with *er*? *Computer* makes sense here.
- reading strategies 2 and 3  
**couch:** It starts with “c” and ends with a “ch” sound. It’s a word that means somewhere I can sit to watch television. *Couch* begins with a “c” and ends with a “ch” sound, and it’s something I can sit on.
- reading strategies 4 and 6  
**against:** I can see a small word in it—*again*. It ends with a “st”. I just have to add the “st” to the end and come up with *against*.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 20 minutes)

Every two days you will be introducing the student to high-frequency words or words used often. These are words the student should recognize at a glance without pausing to sound them out. This activity will increase the student’s sight-word vocabulary.

Use coloured index cards for these words to differentiate them from the new vocabulary words on white cards. Use the same colour for the entire module.

Today’s words are **great** and **tell**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the following:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student’s attention on individual letters. Ask the following questions:
  - What is the beginning sound?
  - What is the name of the letter that makes the sound?
  - What is the ending sound?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing on paper.
5. Make a list of words that rhyme with the new word and contain the same word ending, such as **tell** and **bell**.

**Science: Sticking Together** (Time recommended: 60 minutes)

Discussing family members “sticking together” leads into the science topic of magnets.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the day’s Learning Log.

**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

### Day 3

#### Materials You Need Today

##### General Supplies

- ☐ box containing required materials

##### Calendar Time

- ☐ current month’s calendar and materials

##### Math Time

- ☐ Grade Two Mathematics program

##### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 5 and 6.

##### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

##### Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
- ☐ Day 3: Spelling Pre-test
- ☐ Day 3: Assignment 5

##### Silent Reading Time

- ☐ books, magazines, or other favourite reading material

##### Looking Back

- ☐ Thematic Assignment Booklet 1A
- ☐ Day 3: Learning Log

##### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Remind the student to listen to the day's forecast on the radio or television and have the student perform the daily activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 1: Day 3.

**Reading** (Time recommended: 45 minutes)

Talk about the web and how it shows the main idea, supporting ideas, and details at a glance. Discuss what these elements are in the story "A Hundred Million Kisses."

Have the student fill in the web with the main idea (Kate gets kisses) and the names of the characters.

**Phonics** (Time recommended: 30 minutes)

Although the most effective way of teaching phonics is to teach skills as they are needed for reading and writing, a formal phonics time has been included so you and the student have sequential skills on which to draw.

Since phonics is best learned as part of the whole reading and writing program, you are encouraged to reinforce phonetic skills during other activities.

Throughout the phonics book, always ensure the student understands what he or she is to do. Follow the directions for pages 5 and 6 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or other appropriate recognition.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Music and Movement** (Time recommended: 20–30 minutes)

The student listens and moves to "Count and Move" from the *Music and Movement in the Classroom* CD #1.

Consider playing the recording "Count and Move" a few times today and on Day 4 as a break. Have the student move with you as you model the movements on the CD, or, the student may create the movements.

**Spelling** (Time recommended: 30 minutes)

The student will be learning high-frequency, or words used often, throughout the program. The student is expected to read these words on sight. He or she will also be presented with six of these words per module to master as spelling words. Once these six words have been introduced, the student is expected to spell them correctly at all times.



Today, you will pre-test the student on the six spelling words for this module. The term **pre-test** means that you will test the student's ability to spell specific words without the opportunity to study or even glance at the words prior to the test.

By pre-testing, you can determine if the student already knows the words or if particular instruction and practise is required. If the student accurately spells the words, it is not necessary to spend more time on these six words. The student should be encouraged to select other words to study. These could come from the New Words list from Day 2 or any theme words encountered thus far.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

**Assignment Booklet:** Give the student the Spelling Pre-test. Do not let the student see the words beforehand. Test the student on these six words.

under	together
form	large
never	important

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence but not as the beginning word.
- Repeat the word.

After the test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter. Encourage the student to use the strategies on the Learning to Spell a Word Chart.

## **Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Writer's Workshop** (Time recommended: 45 minutes)

The student will be learning about similes and writing some.

**Assignment Booklet:** The student will think of similes on his or her own. Some examples to help the student are as follows: My cat jumps like a tiger when she goes after a fly; My father is as tall as the tree behind our house.

**Draw It** (Time recommended: 30 minutes)

The student draws and colours a picture describing the simile. Ensure the student's name along with the module number and day (M1D3) are printed on the back. This will be submitted to the teacher on Day 9.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 3.

**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 4

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Journal Time

- ☐ journal

#### Math Time

- ☐ Grade Two Mathematics program

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 7 and 8

#### Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 4: Assignment 6
- ☐ tape recorder, blank audiocassette, and microphone

#### Silent Reading Time

- ☐ books, magazines, or other favourite reading material

#### Looking Back

- ☐ Thematic Assignment Booklet 1A
  - Day 4: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Discuss the accuracy of forecasting the weather.

**Journal Time** (Time recommended: 10–15 minutes)

Have the student turn to the Personal Writing section of his or her journal. The student may wish to write on his or her own. Discuss what the student would like to write about to get him or her started.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 4.

**Reading and Responding to Text “A Hundred Million Kisses”** (Time recommended: 60 minutes)**Tape a Story** (Time recommended: 30 minutes)

Be sure the student states his or her name and Module 1, Day 4 at the beginning of the recording. Label the tape the same way (M1D4). Include this tape in the package to the teacher on Day 9.

Have the student play the recording to friends and family during Sharing Time.

**Journal Time** (Time recommended: 20–30 minutes)

The Reading Response section allows the student to respond to something he or she has read or something read to him or her. Sentence starters will help the student stretch beyond the natural instinct to retell the story.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Health and Life Skills** (Time recommended: 30–45 minutes)

The student identifies individual strengths and gifts of family members.

**Assignment Booklet:** The student writes about the strengths and gifts of each family member. If the student has a very small family, extended family members (aunts, uncles, cousins) can be included. If extra space is required, use a sheet of paper with the student’s name on it. Include it in the package to the teacher on Day 9.

Print the module number and day (M1D4) on the back of the drawing. This will be sent to the teacher at the end of Day 9. Ensure the student’s name is on the page.



**Words I Use Often** (Time recommended: 15 minutes)

Today's high-frequency words are **men** and **say**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 30 minutes)

Follow the directions for pages 7 and 8 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or other appropriate reinforcement.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Drama (Act It Out)** (Time recommended: 30 minutes)

The student acts out a scene from a story. Have the student practise acting out the scene on his or her own so that you don't know what it is until you see it acted out. Assist the student with props, as needed. Explain that a *prop* is any article such as a table or certain clothing, used when staging a play.

Explain to the student how a prop can make the scene more realistic. For example, in the scene where Grandma gives Kate a candy kiss, the student could use a real candy and a purse.

If the student is shy or unable to act out a scene, it may be helpful and encouraging if you act out a scene first. This may give the student confidence to act out a scene on his or her own.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 4.

**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 5

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 9 and 10

## Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 5: Assignment 7

## Silent Reading Time

- ☐ books, magazines, or other favourite reading material

## Looking Back

- ☐ Thematic Assignment Booklet 1A
  - Day 5: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 5.

**Reading** (Time recommended: 60–90 minutes)

You and the student have a discussion about the care of pets. The student reads the poem “Washing Mugsy.”

**Assignment Booklet:** The student thinks of dialogue to accompany the verses in “Washing Mugsy.” Have the student print one line of dialogue per verse.

**Music and Movement** (Time recommended: 20–30 minutes)

The student listens and moves to “Count and Move,” from the *Music and Movement in the Classroom* CD #1.

Have the student move with you as you model the movements described on the tape.

With the student, brainstorm other movements that have not been done yet.

Have the student create and model movements for you to follow while following the beat of the music. Play the recording “Count and Move” again. This time, you create the movements for the student to follow.

If the student is having difficulty with the beat, model movements for the student to follow. Stand on one spot. Show the student how to move to the rhythm. If the student is having difficulty copying your movements, have him or her walk to the beat, taking a step for each beat. Demonstrate how to walk to the beat. Stay on one spot initially, and then walk around the room to the beat.

Consider playing the recording “Count and Move” a few times today and on Day 6 as a break. Have the student move with you as you model the movements or the student may create the movements.

**Phonics** (Time recommended: 30 minutes)

Follow the directions for pages 9 and 10 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Social Studies** (Time recommended: 60–90 minutes)

The student will learn how people help others by the work they do.

The student draws a member of the community at a job. Print the module number and day (M1D5) on the back of the paper. Ensure the student’s name is printed on the sheet.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 5.



**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 6

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Journal Time

- ☐ journal

#### Math Time

- ☐ Grade Two Mathematics program

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 11 and 12

#### Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 6: Assignment 8

#### Silent Reading Time

- ☐ books, magazines, or other favourite reading material

#### Science

- ☐ set of magnets

#### Looking Back

- ☐ Thematic Assignment Booklet 1A
  - Day 6: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Journal Time** (Time recommended: 10–15 minutes)

Have the student turn to the Personal Writing section of his or her journal. The student may wish to write on his or her own. If not, discuss what the student would like to write. Encourage the student to include thoughts and feelings about events.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 6.

**Writer's Workshop** (Time recommended: 45 minutes)

The student writes instructions for washing a dog.

**Enrichment (optional)**

Have the student write a set of instructions for something of his or her choosing. This could be how to play a game, how to make a sandwich, how to wash a car, and so on. The student may like to choose a topic of his or her own. Have the student print the instructions on a piece of paper and put it in the student folder. The student may submit it to the teacher on Day 9. Ensure the student's name, module number and day (M1D6) are printed at the top of the page.

**Words I Use Often** (Time recommended: 15 minutes)

Today's high-frequency words are **small** and **every**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Spelling** (Time recommended: 30–45 minutes)

The spelling words for this module are **never**, **under**, **form**, **together**, **large**, and **important**. As a result of the "Spelling Pre-test" on Day 3, you and your student will know which words need to be practised.

Review these words, pointing out the following:

- Look for little words in bigger words such as **to** in **together**, **ever** in **never**, and **or** in **form**.
- Look for vowel teams, such as **er** in **never**, **together**, and **under**; **or** in **important** and **form**; **ar** in **large**.
- Look for consonant blends such as **th** in **together**.

If the student could correctly spell all six words given in the "Spelling Pre-test," have him or her practise the personally-chosen words from the stories.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 30 minutes)

Follow the directions for pages 11 and 12 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Science** (Time recommended: 60 minutes)

The student continues to learn about magnets.

**Assignment Booklet:** The student draws four objects that contain magnets.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 6.

**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.



## Day 7

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 13 and 14

## Language Arts

- ☐ Thematic Assignment Booklet 1A
  - Day 7: Assignments 9, 10, and 11
- ☐ old magazines, calendars, and catalogues
- ☐ Bristol board or construction paper

## Silent Reading Time

- ☐ books, magazines, or other favourite reading material

## Looking Back

- ☐ Thematic Assignment Booklet 1A
  - Day 7: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 7.

**Music and Movement** (Time recommended: 20–30 minutes)

Consider playing the recording “Say Hello” a few times today and on Day 8 as a break. Do the vocal warm-up with the student, and then sing the song “Say Hello” together performing the movements you and your student created.

**Reading and Responding to Text** (Time recommended: 60–90 minutes)

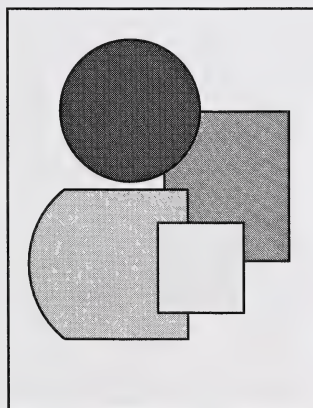
The student rereads and responds to the poem “Washing Mugsy.”

**Journal Time** (Time recommended: 20 minutes)

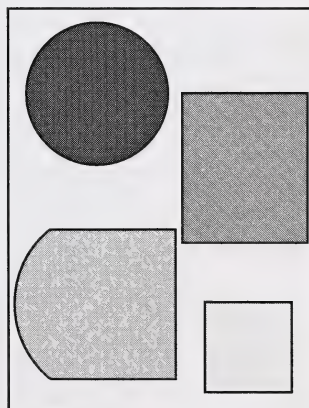
The student writes about the poem “Washing Mugsy” in the Reading Response section.

**Making a Collage**

Spend some time with your student discussing what a collage is. Explain that a collage is a collection of related items that are carefully arranged for effect. The pictures or items are arranged to show relationships, so they are connected by touching, grouping and overlapping each other. They are not glued down in isolation.



a collage



not a collage

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 30 minutes)

Have the student write sentences with the “Spelling Pre-test” words: **never, under, form, together, large,** and **important.**

Remind the student to use

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence (period, question mark, exclamation mark)
- quotation marks where needed

If the student has personally-chosen words, the same procedure applies.

**Assignment Booklet:** The student writes six sentences that contain the spelling words from the “Spelling Pre-test” (or personally-chosen words).

**Phonics** (Time recommended: 30–45 minutes)

Follow the directions for pages 13 and 14 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it.

Have the student make the fold-out book on pages 15 and 16 by following the directions. Have the student read the story out loud.

Give the initial, medial, final consonants checkup to the student on pages 17 and 18.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Social Studies** (Time recommended: 45 minutes)

This lesson reviews and expands on the idea of people and their importance in their community.

**Assignment Booklet:** The student is to list five community members, their occupations, and explain why each one is an important member of the community.

**Assignment Booklet:** The student is to list ways he or she can help members in the community.

When the student finishes the assignment, have him or her draw one of the ways a young person can help in a community on a sheet of paper for submission to the teacher on Day 9. Print the module number and day (M1D5) on the back of the paper. Ensure the student’s name is printed on the sheet.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Guide the student in developing a plan that will help improve the student’s learning. Complete the Learning Log for Day 7.



**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 8

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and material

#### Math Time

- ☐ Grade Two Mathematics program

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 21 and 22

#### Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 8: Assignment 12 and 13

#### Journal Time

- ☐ journal

#### Silent Reading Time

- ☐ books, magazines, or other favourite reading material

#### Looking Back

- ☐ Thematic Assignment Booklet 1A
  - Day 8: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 8.

**Words I Use Often** (Time recommended: 15 minutes)

Today's high-frequency words are **found** and **still**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Reading and Responding to Text** (Time recommended: 60 minutes)

After the student has located the story "My New Babysitter," use the title and the pictures to have the student make some predictions about what will happen in the story. Encourage the student to think about how he or she would feel as the events in the story unfold.

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the reading in his or her Reading Response section.

**Assignment Booklet:** Have the student look for objects beginning with the letters specified and print them in the charts.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Follow the directions for pages 21 and 22 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads each word out loud on pages 21 and 22. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Social Studies** (Time recommended: 60 minutes)

In this lesson, the student learns that needs are met in many ways by people in many different occupations.

**Assignment Booklet:** The student will select two needs and then draw two people working in occupations that meet those needs.

**Looking Back** (Time recommended: 10 minutes)

Remind the student of the goal set during Day 7. Discuss how he or she was able or unable to carry out the plans. If necessary, reset the goal for the next day. Complete the Learning Log for Day 8.

**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 9

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

#### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

#### Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1A
  - Day 9: Assignments 14 and 15
- ☐ wax crayons, watercolour set, and paintbrush

#### Silent Reading Time

- ☐ books, magazines, or other favourite reading material

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 21 and 22

#### Science

- ☐ magnetic and non-magnetic items, such as eraser, key, penny, dime, nickel, paper clip, pencil, nail, screw, small piece of paper, piece of aluminum foil, Styrofoam cup, crayon, metal bracelet, scissors, bottle cap, button, beads, string, staples, pins, and so on



**Looking Back**

- ☐ Thematic Assignment Booklet 1A  
– Day 9: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Journal Time** (Time recommended: 10–15 minutes)

Have the student turn to the Personal Writing section of his or her journal. The student may wish to write on his or her own. If not, discuss what the student would like to write about.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 9.

**Language Arts** (Time recommended: 60 minutes)

The student works with compound words, responds to reading the story “My New Babysitter,” and performs a pantomime.

**Music and Movement** (Time recommended: 20–30 minutes)

Do the vocal warm-up with the student. Then sing the song “Say Hello” together performing the movements the student created.

Play the song. Sing the first part and have the student sing the echo. Play the song again and have the student sing the first part and you sing the echo. Encourage the student to sing with expression like the children do on the tape. Demonstrate how to do so when you sing.

Help the student create movements to dramatize the lines in the song. Have the student practise each movement as you read the corresponding line. Repeat lines that need more practice. Then play the song. As you sing together, lead the student in performing the movements.

**Writer’s Workshop**

The student writes about something he or she likes and something he or she really likes. Put the sheet of paper in the Student Folder for submission to the teacher today.

Submit the student’s crayon resist today. Ensure the student’s name, module and day number (M1D9) are printed at the top of the page.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Follow the directions for pages 23 and 24 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads each word out loud on page 23. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted at the end of today.

**Health and Life Skills** (Time recommended: 30–45 minutes)

**Assignment Booklet:** The student thinks of a situation where he or she experienced a feeling, such as anger, frustration, sadness, excitement, happiness, jealousy, sorrow, fear. The situation might have occurred while with a group of friends, family, doing school work, and so on. The student then draws the scene when the feeling occurred, explains what it is, and why he or she was feeling that way.

**Science** (Time recommended: 60 minutes)

The student continues to investigate magnets and magnetic objects to distinguish between metallic and non-metallic objects.

**Assignment Booklet:** The student will sort magnetic and non-magnetic objects.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 9.

**Story Time** (Time recommended: 10 minutes)

Continue reading the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Use the Items for Mailing checklist at the end of Assignment Booklet 1A to ensure that you include all items for the teacher. Submit all the requested materials for marking.**



## ASSIGNMENT BOOKLET 1A

Grade Two Thematic  
Module 1A: Days 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.



# INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### 2. Postage Rates

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

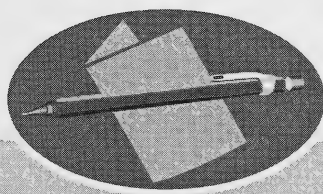
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# **Grade Two Thematic**

## **Module 1A**

### **My World**

#### **ASSIGNMENT BOOKLET 1A**



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

Grade Two Thematic  
Module 1: My World  
Assignment Booklet 1A  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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**Assignment 1**

Find pictures of members of your family or extended family and glue them on this page. If you don't have pictures, draw and then colour your family members. Print who they are under each picture or drawing. Don't forget to include yourself!



## Assignment 2

Think of three people or pets who give or show you affection. Write a few sentences about the kind of affection you get from each one.

Example:

My cousin Bohdan doesn't like hugs and kisses. He brings me something he has made when he comes to visit. I know he likes me.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skill in reading?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •predicts from the title and pictures what the story is about            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •relies less on picture cues and more on print to understand the meaning |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can identify the main idea in the story                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can identify and locate details in the story                            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shows interest in reading the story independently                       |

Refer to the "Before Reading" and "After Reading" charts from the Appendix.  
Which of the strategies, if any, is the student using?

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## Student's Comments

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**Assignment 3**

Look around your room. Look outside your room. Can you see things that begin with the letters **h**, **a**, **d**, **g**, and **i**? Print them in the charts below.

h	a	d

g	i

## Assignment 4

There are two columns on this chart. In the first column, under **Person**, print the name of the person in your family you are writing about. In the second column, under **Something About This Person**, print a sentence that tells about that person.

Two examples are done for you.

Person	Something About This Person
My sister Lena	Lena is ten years old, has long brown hair, and she is in grade five.
My mother	My mother is tall, has red hair, and works at the hardware store in town.

When you are finished writing about your family members, read each sentence out loud to your home instructor.



# Learning Log

## Home Instructor's Comments

What have you observed about the student's development as a writer?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the rules of writing: leaves spaces between words, writes left to right, and top to bottom |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can write sentences independently  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • follows basic rules: periods or question marks and upper case letters at appropriate times             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is learning that writing can be interesting and enjoyable  |

Use this space for questions or comments about your student's development in written work.

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## Student's Comments

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**Spelling Pre-test**

Listen carefully to the words your home instructor gives you. Print the words neatly on the following lines.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Assignment 5**

Think of similes to use in sentences. You can use the similes from the list in the Student Module Booklet or you can think of new ones.

Print three sentences using similes.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's attitude and effort?  
Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to talk about work from past days                        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • independently thinks of topics to write about                       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • refers to the "Reading Strategies" chart to help with reading       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • looks at the "Learning to Spell a Word" chart to help with spelling |

Would you say the student is eager and willing or unwilling to draw and write?  
Can you explain?

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## Student's Comments

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**Assignment 6**

Beside each of the following numbers, print the name of one of your family or extended family members. Then write a few sentences about the qualities that make him or her special. Think of things that make you happy that person is in your family. Use the example as a guide.

*My brother Ivan* \_\_\_\_\_

*Ivan is a very funny person. He makes everyone in the family laugh. Sometimes when someone in the family is sad or angry, Ivan will say something funny and that person will feel better right away.*

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to use expression while reading orally? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •attempts to use expression while reading                                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses expression that is consistent with the meaning of the story           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •knows when and how to emphasize certain words to convey different emotions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to change voice to suit an emotion                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoyed taping the story "A Hundred Million Kisses"                        |

To what extent is the student able to use expression to convey meaning?

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## Student's Comments

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**Assignment 7**

Read the poem "Washing Mugsy." After each verse, stop to think what the children might be saying. Print one thing a child might say for each verse on the lines that follow:

First verse:

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Second verse:

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Third verse:

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Fourth verse:

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Fifth verse:

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skill in drama?  
Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is eager to try and to risk something new                                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can speak in a way that suits the story  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •seems to get into the role of the character                                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •knows the difference between acting and the usual way of speaking and behaving |

To what extent is the student writing independently during writing assignments?  
Give details on the kind of help needed.

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## Student's Comments

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## Assignment 8

In each of the boxes, draw an object that uses a magnet. Under the drawing, print how the magnet helps people in the home, at work, or at play. One is done for you.



*helps people open cans*

<hr/>	<hr/>
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# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing knowledge, skills, and attitude in science? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is enthusiastic about experimenting  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • wants to know "Why?"   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows interest and curiosity about magnets                                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use new words when speaking, such as <i>attracts</i> and <i>magnetic</i> |

What did you notice about the student's actions that indicate an increased understanding of magnets?

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## Student's Comments

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**Assignment 9**

Write a sentence for each of these spelling words.

1. never      2. under      3. form      4. together      5. large      6. important

Underline each spelling word in the sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assignment 10**

Write the names of the five people you just talked about. Beside each name, write his or her occupation. Then write why that occupation is important to the community. An example has been done for you.

Name	Occupation	Importance
Mrs. Boyko	Paramedic	She helps people who are hurt in accidents and takes them safely and quickly to the hospital.

**Assignment 11**

List four ways you can help members of your community.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Learning Log

## Home Instructor's Comments

During journal writing, what have you observed about the student?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •prepares for the writing (by thinking or talking about what to write) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •dates the entry   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •records thoughts and feelings as well as events                       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a variety of words to express feelings                           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes events and people rather than just naming them              |

While doing writing assignments, does the student follow the steps of the writing process? Explain.

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## Student's Comments

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**Assignment 12**

Look around your room. Look outside your room. Can you see things that begin with the letters **a**, **m**, **n**, **p**, and **s**? Print them in the columns below.

a	m	n

p	s

**Assignment 13**

Choose two needs. Think of a person for each need and draw him or her at work. Print the need and the occupation under the picture.

Need:

Occupation:

Need:

Occupation:

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing knowledge, skills, and attitude in music and movement? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys listening to music                                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is enthusiastic about movement activities                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can follow verbal directions with appropriate body movements |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •performs simple action songs and singing games               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •responds to the music beat and simple body movements         |

Use this space for questions or comments about your student's development in music and movement activities.

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## Student's Comments

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**Assignment 14**

Think of a time when you felt one of the feelings you listed. Draw and colour a picture of yourself in a situation with that feeling. On the lines below it, print how you are feeling in your picture and why you are feeling that way.

I am feeling \_\_\_\_\_

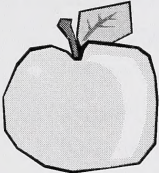
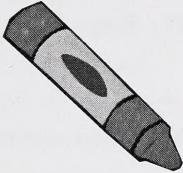
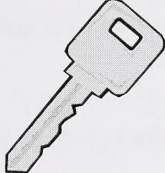


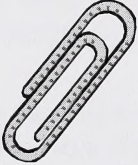



because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assignment 15

Predict if the objects are magnetic or non-magnetic. Print the names of the objects under the correct headings in the columns.

 apple	 crayon	 key	 pin	 fork
 cup	 paper clip	 penny	 muffin	 nail

Magnetic	Non-magnetic



# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skill as a reader and writer? Refer to today's chart activity for the story "My New Babysitter."  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to locate relevant information in the story   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can infer ideas not in the story                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can sort the reasons and support his or her decisions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •spells familiar sight words correctly                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •includes vowels in invented spelling                  |

Use this space for questions or comments about your student's developing ability to respond to a reading.

## Student's Comments

**Grade Two Thematic—Assignment Booklet 1A**  
**Module 1A: My World**  
**Items for Mailing**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 1 – 9**

- ☐ Thematic Assignment Booklet 1A. Ensure all assignments and Learning Logs have been completed.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 5 – 24
- ☐ two entries from the personal journal chosen by the student

**Day 1**

- ☐ puppets made with craft sticks or tongue depressors (optional)

**Day 3**

- ☐ drawing of the representation of a simile the student wrote

**Day 4**

- ☐ cassette tape of the student reading the story "A Hundred Million Kisses"
- ☐ drawing of a family member doing something special

**Day 5**

- ☐ drawing of a community member at work

**Day 6**

- ☐ set of written instructions of his or her own choosing (optional)

**Day 7**

- ☐ drawing of someone the student's age doing something helpful in the community. The drawing should have a caption.
- ☐ collage of pets (optional)

**Day 9**

- ☐ writing submission of what the student likes and really likes
- ☐ crayon resist which accompanies the writing



